January 2014

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| Final Report | SELF-DIRECTED LEARNING |

SUMMARY

Introduction

1. **Context**

- My Gap year/ My motivation

- Project stakeholders : identification and needs

1. **Problematization approach : DOL (dissatisfaction- objective- limits)**

* First idea: the review, not enough
* dissatisfaction

- Objective

* Problems-Paradoxes

- Problematic

* Working hypothesis

1. **My project**

* Planning GANTT
* Review
* realization website
* methods for self-assessment

1. **Results**

- Feedback

- Link with professional environment?

Conclusion

Resources

Introduction

Past analysisI. Context

* 1. My gap year

I left one year in Copenhagen. During my stay, I improved my English without realizing thanks to my external environment. I evolved in a multicultural sphere by my work, my studies and my friends. I had a very little use of French.

On my return, I wanted to keep my progress and improve my English, even more, to validate a C1 level. Besides, I also needed to recreate an international environment around me to manage my transition.

The first step was to become a volunteer in ESN Nancy this semester. This multicultural environment lets me the possibility to practice my English. It’s also a good mean to get out the school environment and develop new contacts. It allows me to combine work and pleasure.

Besides, I will benefit of my contacts from my stay abroad to have regular Skype conversations and text messages via social networks (Facebook).

At the personal development level, my voluntary will keep my open-mindedness via an international context and then will emulate my intrinsic motivation for English learning.

I also needed to take stock of my experience to light my unconscious personal development, my linguistic improvement and my new skills acquisition.

I decided to work alone this year to trust me and find my learning mechanisms to maintain my motivation.

* 1. Who I am?

**“Be perfect”**

**“Hurry you”**

**INFJ**

* 1. Project stakeholders

I identified the stakeholders of my projects in order to evaluate their needs and to do a project in phase with them.

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| --- | --- |
| Stakeholders | Needs |
| **Me** | * review of my experience * English level assessment * don’t loose my english level * improving my Englsih level * doing something I like and which gives me envy * understanding my learning mode * Validating TOEIC |
| **ENSGSI** | * being able to write a 10 pages report and to do a 15min oral presentation * Graduating students |
| **Public** | * being informed * having tips * Security feeling |

1. Problematization approach
   * 1. First idea

Beyond language and personal development assessments, I wanted to expand my review on my professional skills to identify a business sector that satisfies me.

External pressure: internship search, evaluation of my project, exams

# T+1

# T

# T-1

# http://ecrire-et-senrichir.com/wp-content/uploads/2012/10/logo-bonhomme-diplome-%C3%A9crire-et-senrichir.jpghttp://education.jackadit.monsite-orange.fr/methodededucation/image/bonhomme%20indique.png

**review**

**Experience abroad**

**Copenhagen**

* Acculturation
* English practice outside school environment
* Professional and human experiences
* Application of my learning methods highlighted in my daily life
* Use of my skills census for identifying a professional sector

# Me

* What is my English level now?
* Evolution of my personal development
* Conscientiser my learning
* Acquired skills
  + 1. DOL approach

a)

b)

c)

3) Problematic

**How to improve my writing via my website in order to validate a C1 level while I have troubles with self-assessment/being objective with me?**

**What self-assessment involves?**

Self-assessment is subjective and needs to trust yourself. During my project, I forgot myself. I only thought about operative parts and not about myself in this project. Thus, this ascertainment highlights an other aspect of my project: taking care about me under pressure. This parameter is really important in my future as I will work as an engineer with results pressure.